

Using Writing and Speaking to Close Read Complex Text



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Enduring Understandings:

Using Writing and Speaking to Close Read Complex Text

- allows students to go deeper into the text,
- makes thinking visible so it can be shared,
- creates time to reflect and refine thoughts.

Writing and speaking shapes thinking.

Essential Questions:

How do writing-to-learn and academic conversations help students close read, challenge, and synthesize text?

How do writing-to-learn and academic conversation shape comprehension?



Objective/Target:



By the end of today's session, participants will be able to use and apply strategies/activities that promote close reading of complex text through active written and spoken dialogue.

Defining close reading

“...It’s a **careful and purposeful rereading** of a text. It’s an encounter with the text where students really focus on **what the author had to say**, what the **author’s purpose** was, what the words mean, and what the **structure of the text tells us.**”

(Doug Fisher)

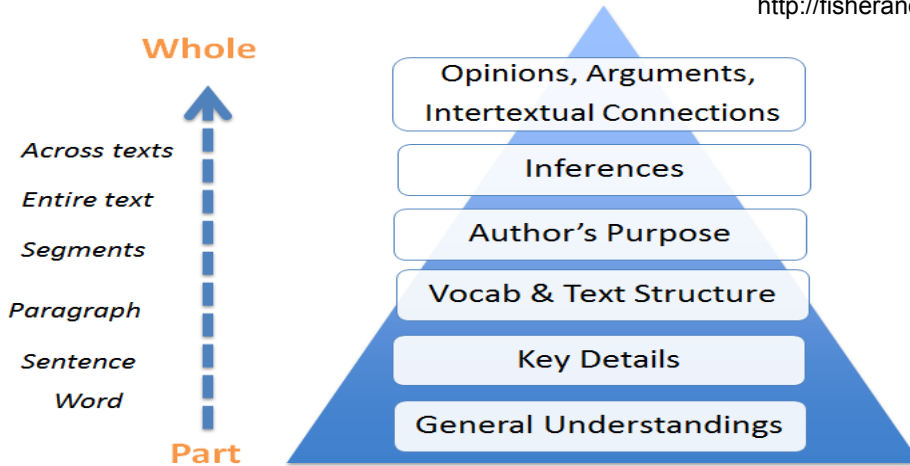


Close reading

- observe facts and details about the text (at a word, sentence, paragraph, section, and whole level)
- record thoughts and strategies
- notice patterns—repetitions, contradictions, similarities
- know what the text says and what background knowledge and prior knowledge you are using.
- read and re-read with a pencil in hand for a purpose

Types of Text-dependent Questions

<http://fisherandfrey.com/resources/>



Writing to Learn

Collaborative writing to learn activities allow students to go deeper, see the thinking of other readers, explore the text as a social experience, and develop a deeper understanding of the text.



Reading is thinking and reasoning

“ When students write a reaction, connection, interpretation or reflection in response to something they have read, they personalize meaning on a deeper more lasting level. Reading is thinking and reasoning- not merely recall of facts.”

Jan Skowron, Ed.D.

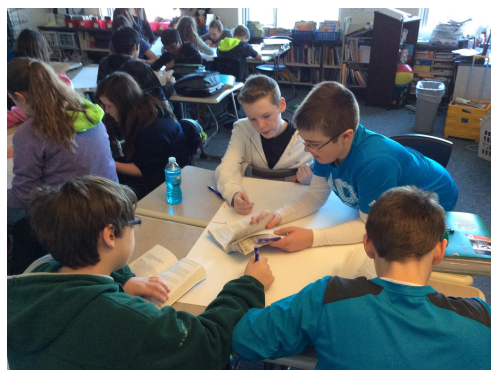
The value of academic dialogue



Academic conversation builds:

academic language, vocabulary, communication skills, critical thinking skills, co-constructed understandings, relationships, equity of voice in the classroom, inner dialogue, engagement, motivation, and student empowerment.

Academic conversations allow student thinking to be observable for formative assessment.

Apply a flexible application across genres.



Annotating Non-Fiction Bookmark	
Before	<p>TR Title (Title, Headings, Introduction, Every first sentence, Visuals, Vocabulary, End, Summary)</p> <p>Preview the following Text Features: Title, Front Cover & Back Cover, Introductions, Chapter & Section Titles, First Sentences, Illustrations & Visuals, Vocabulary</p> <p>Margins Jot down questions, predictions, & connections</p>
	<p>Mark the following in the text:</p> <p>Who </p> <p>When or Where </p> <p>Vocabulary</p> <ul style="list-style-type: none"> ! Interesting or surprising PK Prior Knowledge T? Confusion (Self Monitor) ? Question I Important information (Determine Importance) N Main idea of the text SD Supporting Detail EX Example L Learned something new E Confusion about A/G Disagree / disagree (Evaluation) V Good inference/can visualize <p>INF Inference</p> <p>P Prediction</p> <p>T-T Text-to-text Connection</p> <p>T-W Text-to-World Connection</p> <p>T-S Text-to-Self Connection</p>
	<p>Margins Jot down explanations of the markings above along with any questions, reactions, reflections, or comments on writer's craft. Summarize information as you read.</p> <p><i>(All markings should have an explanation in the margin.)</i></p>
	<p>Reflection Review annotations for: -conclusions -meaning of life -examine patterns & repetitions; determine -speculations on future; character, narrative, implications, affect -usefulness; how does this apply to life?</p> <p>Write a Reader Response</p>
After	

Bookmarks developed and used schoolwide by Middle School North. Content is based on the works of Cris Tovani, Beers and Probst, and Cummins.

Anchor Charts to Guide Thinking

Use Your Conversational Voice to:

- Relate to the text
- Make connections
- Ask questions
- Give opinions
- Talk back to the text
- Remember what is read

Reading Purposes:

- Ask questions
- Look for the answers to questions
- Make connections
- Look for clues to help draw an inference
- Retell what has been read
- Try to visualize a picture

Introducing the Strategies

- Collaborative annotation (small group)
- Pass the annotation (large or small groups)
- Write something, say something (small groups)
- Save the last word for me (small groups 4-8)
- 5 Words (individual, small group, or large group)
- Silent conversation (pairs, small groups 2-6)
- Gallery Walk (large group)
- Medium size circle (large group)
- One word summary (large group)

How we would use it

Historical Fiction Unit:

Lions of Little Rock

Countdown

Yankee Girl

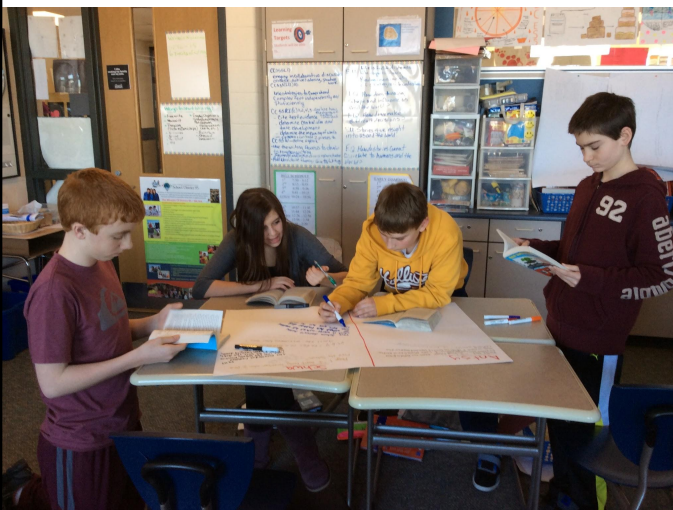
A Rock and the River

A Friendship for Today

Jackie and Me

*Roll of Thunder Hear,
My Cry*

Text Dependent/Essential Questions



- How do people show courage?
- From where does courage come?

May we have your attention, please?

For today's session we will use two attention getting signals.

1. A notice that we are shifting tasks.
2. A raised hand to signal the need for silence.



Introducing the Strategies

Save the Last Word for Me

1. After reading a piece of text and/or annotating, learners choose a quote or passage that is significant to them and share it with a small group.
2. They cannot tell why they chose it or what they thought about it.
3. Everyone else in the group comments on why they think that the quote was significant.
4. The last one to share about the quote is the person who originally shared the quote.

Resident Expert: Erin Metaxas



Fish Bowl: Save the Last Word

I Dream A World

I dream a world where man

No other man will scorn,

Where love will bless the earth

And peace its paths adorn

I dream a world where all

Will know sweet freedom's way,

Where greed no longer saps the soul

Nor avarice blights our day.

A world I dream where black or white,

Whatever race you be,

Will share the bounties of the earth

And every man is free,

Where wretchedness will hang its head

And joy, like a pearl,

Attends the needs of all mankind-

Of such I dream, my world!

Langston Hughes

Turn and Talk



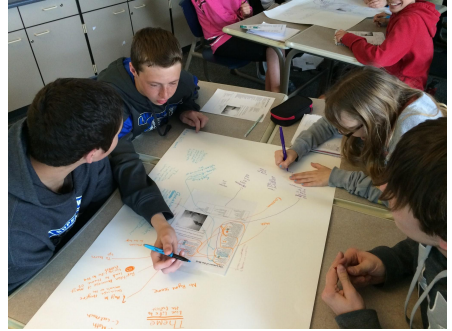
- What did you mark in the poem?
- What did you find important?
- What would you use for your “save the last word” comment and why?

Introducing the Strategies

Collaborative Annotation

1. Place a short, complex reading selection on a large piece of chart paper.
2. Small groups of 3-5 students read the selection.
3. For about 10 minutes, they silently annotate on the chart paper using a different color pen for each student.
4. The teacher may participate or add to the conversation by adding thought provoking questions in another color.

Resident Expert: Stacie Noisey



Introducing the Strategies



Pass the Annotation

1. Students read and annotate the same text.
2. Every few minutes pass the annotation.
3. Students trade their papers.
4. Then they pick up in their reading and begin annotating again.
5. A twist on this is if the teacher participates.

Resident Expert: Jen Lippert

Introducing the Strategies

Write Something/ Say Something

1. Reading to a predetermined stopping point, listen to a portion of a lecture, or watch a scene from a DVD.
2. Partners discuss or write what is important about the piece.
3. Comments may include questions or points they found interesting or important.

Resident Expert: Stacie Noisey



Introducing the Strategies

Silent Conversations

1. Students silently converse about topics and ideas from a passage read.
2. When prompted, students exchange papers with their partners (1-3 minutes).
3. Students respond to each other's thinking.
4. With partners, allow opportunities for three to four exchanges, pausing each time to grant some reading time before continuing with the written conversation.

Resident Expert: Jen Lippert



Introducing the Strategies

5 Words

1. After reading or a lesson, have students choose words that they think are important or that “speak to them”
2. Create a poem or paragraph summarizing their learning or create something new.

Resident Expert: Erin Metaxas

ing of the category in which it belongs. Categories are **essential** to concept building (Neuman, Newman, & Dwyer, 2011; Neuman & Wright, 2013). They enable children to build knowledge networks—connections between concepts that are **meaningful** and enduring in their longer-term memory and are primary in comprehension development. They become the background knowledge that we know needs to be activated when children are trying to make sense of new ideas. Teaching words in meaningful semantic clusters enhances children's reading development.

Children Need to Develop Knowledge Through Text

Early in our years in the reading profession, we used to hear the common phrase, “I don’t care what the child reads, as long as he or she reads.” But now we know that this is a bit of a misnomer. We do care what children read. Having children **engage** in books of high quality introduces them to new words, ideas, and events outside of their daily experience. Even in the very early years, children gain a tremendous

that the information genre may elicit more **cognitively demanding** teaching interactions around vocabulary than narrative. Pellegrini and his colleagues (1990), for example, reported significantly more utterances of high cognitive demand during expository texts reading (16%) compared with reading storybook texts (4%). Similarly, children have been reported to use a greater number of initiations, book-relevant responses to questions, and text-external response (e.g., text to life) with expository texts than storybook reading. Therefore, given the substantial differences in the accumulation of words among low- and middle-income children's vocabulary before school entry, information books could serve as a potential resource for promoting vocabulary development.

Although we applaud the attention to information books, it would be wrong to discount the enormous amount of information that children acquire through narrative and storybooks as well. Conveyed through rich characters, events, and plots sequences, these stories can often convey information in ways

Rereading Helps Children to Reinforce, Deepen, and Consolidate Learning From Reading

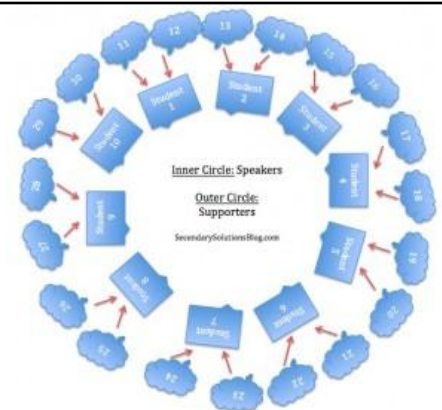
More rigorous English language arts standards worldwide are revitalizing the longstanding but too often overlooked instructional technique of rereading. An integral part of the directed reading lesson, **rereading** typically occurred toward the end of the lesson for the purpose of extending comprehension of content. Students were guided to reread excerpts for new purposes, such as investigating a concept, generalizing, and thinking critically or creatively, after reading and discussion. When Ms. Wilson says, for example, “Reread the section on eating disorders and, based on the facts, decide which one is most dangerous,” she sets a new purpose different from that established in the before-reading phase—read to learn facts about eating disorders.

Today's version of rereading is focused on intensive reading or *close reading*, which involves multiple readings for purposes of text analysis during

Introducing the Strategies

Medium Sized Circle

1. Give students an inquiry or essential question to answer.
2. Read several pieces of text and gather evidence from the text.
3. Half of the class sits in the middle of the classroom in a circle and the rest of the class gathered around them on the outside of the circle.
4. The students in the middle discuss the question while the students on the outside take note of the text evidence used during the discussion.
5. When the discussion is over, have students in the outer circle share their thoughts.
6. Switch. This works well when there is more than one question.



Introducing the Strategies

Gallery Walk

1. Learners create something visual to put up on the walls around the room.
2. They rotate around the room examining each of the documents created (much like walking around an art gallery or a museum).
3. Students can take notes for each of the documents that have been posted, discuss each document as they examine it with others in their group, and/or write responses in their notebooks in the form of a Free Write or Focused-Free Write

Introducing the Strategies

1 Word Summary

1. After learners have read a piece or several pieces of text or after a lesson, do a quick whip-around and have learners share one word that summarizes what they learned or experienced.
2. They can also explain why they chose that one word.



Now it's your turn...

We have seven strategy stations designed for you to try a hands-on practice.

- Move to a station to participate.
- Consider how you might apply the strategy to your classroom.
- Be prepared to share your reflections.

Time to Practice

- Select an activity
- Read the directions and make sure everyone is clear on the process.
- Read the text(s) and apply the strategies.
- Create an exemplar to be posted and shared.

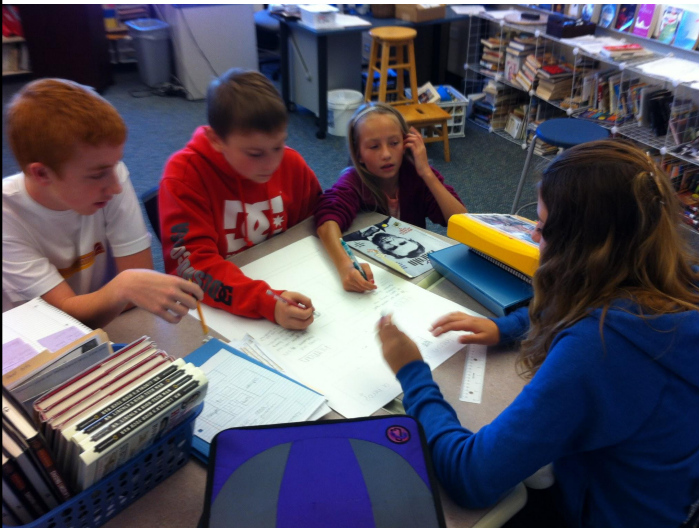
If you finish before other groups, discuss how you might apply this to your classroom or what modifications you might make.

Debrief: Medium size circle

Respond to our Essential Questions:

- How do writing to learn and academic conversations help students close read, challenge, and synthesize text?
- How do writing to learn and academic conversation shape comprehension?

Questions?



Did we hit our targets?

By the end of today's session, participants will be able to use and apply strategies/activities that promote close reading of complex text through active dialogue.

How did speaking and writing change your thinking about the text?

Did you hit your target? Can you identify and apply strategies to use?



Summarizer: 1 Word Summary

In reflection, please share one word that summarizes what you learned or experienced. You can also explain why they chose that one word.

Note: A turn and talk can be an effective way to let learners rehearse before they share with the class and you.

Our Favorite Resources

Beers, K. and Probst, R. Notice and Note. 2012

Cummins, S. Close Reading of Informational Texts. 2012

Daniels, H., Zemelman, S., and Steineke, N. Content Area Writing. 2007

Fisher, D. Text Complexity. 2012

Saphier, J., Haley-Speca, M.A., and Gower, R. The Skillful Teacher. 2008

Tovani, C. So What Do They Really Know?. 2011.

Zwiers, J. and Crawford, M. Academic Conversations. 2011.

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